DOCUMENT RESUME

ED 086 286 JC 740 040

TITLE Through the Open Door: A Study of Persistence and Performance in California's Community Colleges. Report 1: Sources and Selected Characteristics of Students.

INSTITUTION California State Coordinating Council for Higher Education, Sacramento.

PUB DATE Jun 73

NOTE 67p.; Council Report 73-6

EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTORS Academic Performance; *Community Colleges; Credit Courses; Evening Classes; Junior College Students; Noncredit Courses; *Persistence; *Statistical Data; *Student Characteristics; *Student Enrollment

IDENTIFIERS *California

ABSTRACT

Report I is designed to provide a statistical profile of the 32 Community Colleges participating in the study of Persistence and Performance in California's Community Colleges, using data available in the student accounting reports made annually to the Office of the Chancellor by the California Community Colleges. No attempt was made to go beyond the data included in these reports. The findings show quite clearly the diversity that exists among the 32 colleges, as well as the heterogeneity of the students enrolled in them. Additional information about the colleges will be presented in subsequent reports, which will be useful in interpreting differences among student bodies, in both their persistence and performance. The study is thus the story of a representative group of 32 colleges, as well as the story of more than 32,000 students. Data for the following are tabulated for the first report: (1) total enrollments by college; percentages in credit classes by class level and percentages in noncredit classes; (2) enrollments in day and evening credit classes; (3) enrollment status of freshmen, sophomores, and other students in credit classes; (4) first-time freshmen, day and evening, by location of high school last attended; (5) first-time transfer students, day and evening, by type of institution of origin; and (6) summary of credit and noncredit students by age, sex, and enrollment category. Data are for fall 1972 or 1971 and 1972. (For related document, see JC 740 041). (Author/KM)

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Council Report 73-6
June 1973

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Sources and Selected Characteristics of Students

JC 740040

THROUGH THE OPEN DOOR:

A Study of Persistence and Performance in California's Community Colleges

Prepared by the staff of the
Coordinating Council for Higher Education

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PREFACE

For several years members of the Coordinating Council, and its staff, the Department of Finance, the Legislative Analyst, and others have perceived a need for more information about undergraduate students and programs. Interest in information about the Community Colleges has been particularly strong, because of their huge enrollments and continuing growth. Recurring questions about the extent to which the Community Colleges are fulfilling their basic functions led to the passage of SB 772 (Harmer, 1972), which called upon the Coordinating Council staff to undertake a longitudinal study of student performance and persistence in the Community Colleges over the next three years.

The study was started in the fall of 1972 with the selection of a fully representative sample of 32 Community Colleges by the Council staff and the drawing of random samples of new students by the colleges amounting to somewhat more than 32,000 students. A series of reports has been projected for the next several years which will deal with the educational origins of the students, their personal characteristics, the goals and objectives which they declare and which may be inferred from what they do, their level of performance in Community College courses, patterns of persistence and stopout, and their employment and other activities after leaving the Community College. A final report will be made to the Legislature early in 1976, which will summarize the activities and achievements of these students over a period of three and one-half years.

Report I has been prepared from enrollment data collected routinely by the Chancellor's Office for the California Community Colleges. The assistance of the staff in that office in providing the reports to the project staff is hereby acknowledged. Subsequent reports will be made from data obtained directly from the participating colleges in accordance with instructions from the project staff.

The fulfillment of the legislative mandate for the study would not be possible without the full cooperation of the colleges in furnishing comprehensive data for their samples of students during the several years of the study. Appreciation is expressed to the Presidents and Superintendents of these colleges in agreeing to provide the resources necessary to participate in the study, and to their staffs for the effort expended in providing the data.

Owen Albert Knorr
Director

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1972-73

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I. INTRODUCTION

A. Background

This study of the persistence and performance of California's Community College students has been undertaken by the Coordinating Council staff at the request of the Legislature. Senate Bill 772, authored by Senator John L. Harmer and adopted during the 1972 General Legislature, calls for a longitudinal study of Community College students, which is to be reported to the Legislature in January 1976. The scope of the study, which is outlined in SB 772, includes:

(1) Characteristics of students in various types of programs;

(2) Persistence rates by field of study;

(3) Factors associated with attrition;

(4) Employability of students not completing prescribed programs;

(5) Reentry into postsecondary education; and

(6) The more general problem of the need for additional access.

Students entering a sample of 32 Community Colleges in the fall term 1972 at both the freshman and transfer levels constitute the pool from which samples have been drawn for intensive study through the fall term 1975. An additional sample will be drawn for noncredit students in the fall of 1973. A series of 25 reports has been projected for the next three years, together with annual progress reports and the final report to the Legislature. The first progress report was included as an information item in the Coordinating Council agenda for April 1973.

B. Purpose of Report I

The purpose of Report I, *Sources and Selected Characteristics of Students*, is to describe the student populations of the colleges participating in the study of persistence and performance in California's Community Colleges, using data reported to the Office of the Chancellor by the Community Colleges on Forms CCAF 130 and 131. The report will provide baseline data with which to compare the randomly selected student samples for the persistence study. The data in the report also make it possible to gain some insights into differences among the colleges in the ways in which they are organized and the types of students they attract.

C. Organization of Tables

The ordering of the tables in Report I is designed to move the reader from an accounting of all students registered for both credit and noncredit classes during the fourth week of the fall 1972 term, to descriptions of students in credit classes by the time of day the students are attending classes, class level, enrollment status, institutional origins of new students, sex, and age. The final table includes age and sex data for part-time and full-time students in noncredit classes, as well as day and

evening credit classes. No other data elements are available for students in noncredit classes on the two report forms (CCAF 130 and 131).

The format below will be followed in the discussion of the tables:

(1) The major question to which the table is addressed;

(2) The significant findings which the table yields;

(3) The limitations of the data, if any; and

(4) The relationship of the table to the persistence study.

The reader is cautioned that data in Report I are limited to the 32 California Community Colleges participating in the persistence study. The sample was selected so as to be representative of all Community Colleges with respect to geographic distribution; size and type of enrollment, ethnic and racial composition, socio-economic status, sex of enrolled students; age of the institutions; and vocational-technical area planning regions. The 32 colleges represent one-third of the Community Colleges in operation in the fall of 1972, with somewhat more than 40 percent of the total statewide enrollment for that term.

II. DISCUSSION OF TABLES

TABLE 1. Total Enrollments, Fall 1971 and Fall 1972 by College: Percentages of Students in Credit Classes by Class Level and Percentages of Students in Noncredit Classes

1. Questions

What types of changes in enrollments have taken place from fall 1971 to fall 1972? How is the enrollment distributed between credit and noncredit classes, and among class levels?

2. Answers

a. There was an overall increase in enrollments of 5 percent between fall 1971 and 1972. However, the increase was only 2 percent for students in credit classes, compared with an increase of 14 percent in noncredit classes. The significant difference between the increases in credit and noncredit enrollments arises in part from an organizational change in 1972 at two large colleges, which resulted in all late afternoon and evening classes being defined as noncredit classes (or classes for adults). Students enrolled in most such classes may earn credit, but are reported to the State as noncredit (ungraded) enrollment.

Seven colleges experienced declines in their enrollment from 1971 to 1972, the largest being about 10 percent of the total enrollment. Nine of the remaining twenty-five colleges experienced growth in excess of 10 percent from 1971 to 1972. However, growth in total

enrollment is not a good indicator of increased workload, particularly when the growth is greater among students in noncredit classes (who are usually part-time students) than among students in credit classes. Thus, the California Community Colleges in the persistence study are serving a significantly larger number of persons in 1972 than in 1971, but the increased student body may well be enrolling for lighter course loads than in 1971.

b. For the 32 colleges, 74 percent of the students in 1972 were enrolled in credit classes and 26 percent in noncredit classes. There was little change from 1971 in the percentages for the combined populations of these colleges, in spite of the relatively greater increases in enrollments in noncredit classes. Differences among the 32 colleges are very large with respect to percentages enrolled in credit vs. noncredit classes. At one-fourth of the colleges, at least 40 percent of the current enrollment is now in noncredit classes, which are almost always offered after 4:30 p.m. Five of the eight offer no classes for credit after 4:30, while the remainder offer late afternoon programs with both credit courses and special classes for adults. In contrast with this group are the twelve colleges with noncredit enrollments of less than 10 percent of their total enrollment, seven of which offer no noncredit courses.

Fifty percent of all students in the 32 colleges were classified as freshmen in 1972 (a decrease of two percentage points from 1971), 19 percent as sophomore, and 5 percent as "all others," *i.e.*, those holding at least an associate degree. The balance, or 26 percent, are not classified as to grade. The distribution by class level varies widely among the colleges, in part as a function of the percentages of the enrollment in noncredit classes. In general, a high percentage of the enrollment in these classes appears to be correlated with a low percentage of students in freshman standing. The relationship is plausible if a large proportion of the students in the noncredit enrollment category enroll for only one or two courses and/or do not persist in large numbers. Still, the ratios of freshmen to sophomores in graded classes may be compared across campuses. The 32 colleges combined produce a ratio of 2.6 freshmen for each sophomore. Twelve colleges differ significantly from this ratio in terms of implications for planning. Eight have higher ratios of freshmen to sophomores (ranging up to 5.0 freshmen for each sophomore), while four have lower ratios (1.8 or 1.9 freshmen for each sophomore). Variation among the colleges is not large with respect to the percentages of students holding degrees who are enrolled in credit classes, with all percentages less than 10.

3. Limitations of the Data

The data in Table 1 are limited in the following ways:

a. Gross enrollment statistics may give an inflated impression of actual workload, particularly when comparisons are made among colleges or over a period of years.

b. The role of the California Community Colleges among the segments of higher education is underestimated by the reports of graded enrollment since a sizeable proportion of the students are enrolled in "noncredit" classes for full college credit leading to degrees, certificates, and/or transfer.

4. Relationship to the Persistence Study

Random samples of first-time freshmen and transfer students have been drawn by the 32 Community Colleges from among the new students who enrolled in the fall 1972 term. The samples include students who were enrolled in credit classes and/or noncredit classes, provided they requested credit in the latter case. In addition, students not enrolled for credit will be sampled in 1973-74 for special study. They are not included in the 1972 sample because few colleges maintain any kind of permanent record for noncredit students and have little or no information about their prior education, objectives, or achievement.

The sample for which the longitudinal follow-up is planned includes about 32,000 students who registered at the 32 colleges in the fall 1972 term. The enrollment at these colleges constitutes about 43 percent of the total enrollment in the Community Colleges in the fall 1972 (43 percent of the credit and about 42 percent of the noncredit enrollment). The 32 colleges selected for the study also resemble all Community Colleges with respect to the distribution of students in credit vs. noncredit classes, which is 74 and 26 percent, respectively, as compared with 72.5 and 27.5 percent in the 96 colleges.

TABLE 1

TOTAL ENROLLMENTS, FALL 1971 AND FALL 1972 BY COLLEGE: PERCENTAGES OF STUDENTS IN CREDIT CLASSES BY CLASS LEVEL AND PERCENTAGES OF STUDENTS IN NONCREDIT CLASSES

College	Year	Total Enrollment	Percent Credit				Percent Noncredit
			Freshmen	Sophomores	All Other	Total	
American River	1971	15,271	42%	19%	1%	62%	38%
	1972	15,795	39	17	2	58	42
Bakersfield	1971	10,052	63	24	7	94	6
	1972	10,442	61	24	8	93	7
Butte	1971	4,177	48	21	1	70	30
	1972	4,082	46	20	0	66	34
Cabrillo	1971	6,119	49	21	5	75	25
	1972	7,050	46	20	5	71	29
Diablo Valley	1971	14,057	72	19	8	99	1
	1972	15,367	70	20	9	99	1
El Camino	1971	20,051	65	28	7	100	0
	1972	21,500	65	28	7	100	0
Fresno City	1971	13,075	40	17	2	59	41
	1972	13,901	37	16	2	55	45

TABLE 1 (continued)

College	Year	Total Enrollment	Percent Credit				Percent Noncredit
			Freshmen	Sophomores	All Other	Total	
Glendale	1971	8,903	44%	19%	4%	67%	33%
	1972	9,428	45	18	5	68	32
Golden West	1971	11,882	67	20	8	95	5
	1972	12,688	68	20	9	97	3
Grossmont	1971	11,699	64	33	3	100	0
	1972	12,408	64	34	2	100	0
Laney	1971	11,975	61	17	7	85	15
	1972	11,633	52	24	9	85	15
Los Angeles City	1971	17,802	72	24	4	100	0
	1972	19,622	75	22	3	100	0
Los Angeles Trade/Technical	1971	15,645	73	20	7	100	0
	1972	15,345	73	21	6	100	0
Marin	1971	10,095	35	21	4	60	40
	1972	10,404	40	21	5	66	34
Merritt	1971	7,634	46	21	6	73	27
	1972	8,881	42	24	7	73	27
Monterey Peninsula	1971	5,767	42	19	3	64	36
	1972	6,395	41	17	3	61	39
Moorpark	1971	6,153	69	24	7	100	0
	1972	7,693	66	25	9	100	0

TABLE 1 (continued)

College	Year	Total Enrollment	Percent Credit				Percent Noncredit
			Freshmen	Sophomores	All Other	Total	
Mt. San Antonio	1971	15,371	70%	25%	5%	100%	0%
	1972	15,580	69	25	6	100	0
Mt. San Jacinto	1971	1,622	72	20	8	100	0
	1972	1,739	71	20	9	100	0
Napa	1971	4,412	57	14	6	77	23
	1972	6,063	52	11	6	69	31
Pasadena City	1971	29,594	30	14	5	49	51
	1972	30,746	32	13	6	51	49
Porterville	1971	2,066	55	17	3	75	25
	1972	2,553	52	16	4	72	28
Sacramento City	1971	11,694	43	24	2	69	31
	1972	11,709	42	23	3	68	32
San Bernardino Valley	1971	13,909	83	15	1	99	1
	1972	13,708	35	7	2	44	56
San Diego City	1971	4,897	68	28	3	99	1
	1972	4,409	68	29	2	99	1
San Francisco City	1971	46,599	28	11	2	41	59
	1972	44,492	31	12	3	46	54
Santa Ana	1971	12,199	49	20	6	75	25
	1972	14,978	45	19	6	70	30

TABLE 1 (continued)

College	Year	Total Enrollment	Percent Credit				Percent Noncredit
			Freshmen	Sophomores	All Other	Total	
Santa Barbara City	1971	13,456	30%	13%	3%	46%	54%
	1972	13,923	32	12	4	48	52
Shasta	1971	7,725	53	18	6	77	23
	1972	8,071	52	19	8	79	21
Southwestern	1971	8,125	68	24	7	99	1
	1972	8,271	66	26	7	99	1
Taft	1971	940	34	12	1	47	53
	1972	885	33	12	1	46	54
West Valley	1971	13,508	64	23	4	91	9
	1972	14,298	40	16	2	58	42
Total N	1971	374,259	195,443	72,548	16,575	284,566	89,693
	1972	394,059	195,422	74,957	19,804	290,183	103,876
%	1971	100%	52%	19%	5%	76%	24%
	1972	100	50	19	5	74	26

TABLE 2. Enrollments in Credit Classes Offered During The Day and Evening, Fall 1971 and 1972

1. Questions

What is the volume of students in credit classes who are taking all of their coursework at night? Are there significant differences among the 32 colleges in the percentages of day vs. evening students?

2. Answers

In the 32 colleges in the persistence study, 32 percent of the students in credit classes are enrolled exclusively in classes meeting after 4:30 p.m. When colleges that do not offer credit classes after 4:30 are excluded from the computation, the percentage of students enrolled exclusively in evening classes increases to 39. In addition, an unknown percentage of students defined as "day" enrollments are enrolled in one or more classes meeting after 4:30 p.m.[1]

Thus, it is clear that a very sizeable portion of the Community College students in credit classes are enrolled during the late afternoon and evening hours. The large majority of such students are enrolled on a part-time basis, often for one course per term. Although they contribute disproportionately to the total workload of the colleges, their sheer numbers are impressive as one of the several clientele served by the Community Colleges.

Differences among the 32 colleges in day vs. evening enrollments are significant statistically and from the point of view of the educational planner. Nine of the colleges offer almost no credit classes after 4:30 p.m. (two more than in 1971). Instead, their evening enrollment is all in what are defined as noncredit (adult) classes, for which credit may be granted at the discretion of the local governing board.

On the other hand, the evening offerings of eleven colleges are almost exclusively credit courses. Twelve colleges for which enrollment data were analyzed had significant enrollments in both evening credit and noncredit classes for adults.

Among the 22 colleges with extensive evening programs, the range in percentage of students enrolled exclusively after 4:30 p.m. is from 18 to 60, with a median of 38 percent. The lowest percentage was reported by the new Merritt College campus, where the evening programs may not yet be fully developed. The highest was reported by Los Angeles Trade/Technical College, which offers extensive occupational education programs for evening students. Evening enrollments at San Diego City College are reported as zero since all evening courses in the district are reported through the San Diego Evening College, which operates on the City College campus and elsewhere.

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1. Percentages for day vs. evening which are based on total enrollments, *i.e.*, credit and noncredit, are 56 and 44, respectively.

3. Limitations of the Data

The data for evening enrollments are somewhat deceiving; they are more reflective of the type of organization that a particular college has chosen than of student enrollment patterns after 4:30 p.m. No information is currently reported to the State on the numbers of students in so-called noncredit classes who are requesting (and receiving) credit. However, noncredit offerings by colleges with no evening (credit) programs largely resemble their daytime credit classes. By designating these as adult classes, the district governing boards may use a special permissive tax to help support such programs. This designation has the additional advantage of offering an automatic "audit" for students who do not want to take the course for credit (an option not legally permitted in "credit" classes in Community College).

As noted in the comments on Tables 1 and 2, three organizational patterns are discernible with respect to evening classes:

(1) College governing boards may designate all classes offered after 4:30 as noncredit, adult classes;

(2) Colleges may offer both credit and noncredit adult classes after 4:30; and

(3) Colleges may restrict their evening offerings to credit classes, leaving adult education to the local high school or unified district.

Interpretations of data are made difficult by the varying patterns of organization and by the absence of a reporting system for students who receive credit in "noncredit" classes.

4. Relationship to the Persistence Study

Council staff will seek information on the volume of students receiving credit in "noncredit" classes. Such students have been included in the pool from which the samples of students have been drawn for longitudinal study through 1975. Furthermore, an attempt will be made to gain information leading to a clarification of the nature of the noncredit and community-service programs for which district governing boards do not permit credit to be granted. Samples of students in such programs will be drawn for special study in 1973-74.

TABLE 2

ENROLLMENTS IN CREDIT CLASSES OFFERED DURING THE DAY AND EVENING, FALL 1971 AND 1972

College	Year	Total Credit Enrollment	Percent	
			Day	Evening
American River	1971	9,494	100%	--
	1972	9,145	100	--
Bakersfield	1971	9,498	64	36%
	1972	9,719	58	42
Butte	1971	2,920	100	--
	1972	2,708	100	--
Cabrillo	1971	4,576	76	24
	1972	5,027	100	--
Diablo Valley	1971	13,916	65	35
	1972	15,241	64	36
El Camino	1971	20,051	64	36
	1972	21,500	61	39
Fresno City	1971	7,675	100	--
	1972	7,634	100	--
Glendale	1971	5,959	64	36
	1972	6,382	62	38
Golden West	1971	11,318	48	52
	1972	12,381	48	52
Grossmont	1971	11,699	71	29
	1972	12,408	66	34
Laney	1971	10,122	71	29
	1972	9,880	72	28
Los Angeles City	1971	17,802	66	34
	1972	19,622	62	38

TABLE 2 (continued)

College	Year	Total Credit Enrollment	Percent	
			Day	Evening
Los Angeles Trade/Technical	1971	15,645	37%	63%
	1972	15,345	40	60
Marin	1971	6,092	87	13
	1972	6,908	81	19
Merritt	1971	5,608	82	18
	1972	6,500	82	18
Monterey Peninsula	1971	3,664	96	4*
	1972	3,864	90	10*
Moorpark	1971	6,153	63	37
	1972	7,693	58	42
Mt. San Antonio	1971	15,371	57	43
	1972	15,580	57	43
Mt. San Jacinto	1971	1,622	56	44
	1972	1,739	45	55
Napa	1971	3,408	61	39
	1972	4,169	66	34
Pasadena City	1971	14,658	68	32
	1972	15,746	62	38
Porterville	1971	1,552	76	24
	1972	1,832	64	36
Sacramento City	1971	8,041	100	--
	1972	7,983	100	--
San Bernardino Valley	1971	13,808	51	49
	1972	6,041	100	--
San Diego City	1971	4,894	100	--
	1972	4,404	100	--
San Francisco City	1971	19,037	75	25
	1972	20,348	71	29

TABLE 2 (continued)

College	Year	Total Credit Enrollment	Percent	
			Day	Evening
Santa Ana	1971	9,201	63%	37%
	1972	10,484	53	47
Santa Barbara City	1971	6,246	73	27
	1972	6,625	74	26
Shasta	1971	5,944	58	42
	1972	6,330	52	48
Southwestern	1971	8,008	59	41
	1972	8,188	59	41
Taft	1971	446	100	--
	1972	407	100	--
West Valley	1971	12,293	61	39
	1972	8,350	96	4*
Total	1971	286,721	68	32
	1972	290,183	68	32

* Institutions and years in which a district policy has been adopted declaring that all classes offered after 4:30 p.m. shall be offered as noncredit classes.

TABLE 3. Enrollment Status of Freshman, Sophomore, and Other Students in Credit Classes, Fall 1972

1. Questions

What are the educational antecedents of the students enrolled in credit classes in Community Colleges, *i.e.*, what proportions are first-time freshmen, as opposed to transfer students? "Persisters," as opposed to students who have dropped out and then returned? Freshmen and sophomores, as opposed to students who hold degrees?

2. Answers

a. Slightly more than one-fourth of the students enrolled in credit classes in the 32 Community Colleges in the fall 1972 term were first-time freshmen who, by their own declaration, had not been to college before. Many had graduated from high school in June of the same year; some had graduated long ago. Some 78,000 new freshmen include both high school dropouts and teenagers still in high school. The "typical" new freshman probably has a program that corresponds to no first-term curriculum described in the college catalog. The first-time freshman designation applies equally to the adult student who enrolls for a single course to help him on his job and to the full-time freshman hoping to transfer to the University of California at Berkeley.

Only 11 percent of fall 1972 students reported that they had attended other colleges and were enrolling on the particular campus for the first time. The "first-time transfer" designation is applicable to a wide variety of new students, the extremes being first-semester freshmen who had a bad educational or personal experience at a senior institution and advanced students holding degrees who see something in the Community College program for which they wish to enroll. An additional 2 percent of the students started their college work at the particular institution, transferred to another college, and then returned to the original campus to continue their studies.

The belief is widely held that Community College students are "stopouts," rather than dropouts, *i.e.*, that they enroll, leave for a term or two, re-enroll, and then repeat the pattern several times. The fall 1972 enrollment data show that 10 percent of the student body had been previously enrolled, dropped out without undertaking additional college study, and then "returned" in the fall of 1972. The largest segment of the student body -- 50 percent -- was enrolled in the spring of 1972 and continued in the fall term.

b. While nearly three-fourths of the students enrolled for credit in the fall term had been to college before, two-thirds were still at the freshman level. Sophomores constituted only 26 percent of the enrollment. Seven percent of the students had declared that they already held degrees. Differences among the colleges in class standing may be observed, and are somewhat difficult to explain. Some of the variance may be attributable to differences in the

organization of the evening programs, *i.e.*, noncredit, in which no class standing is reported, vs. credit, in which all students are designated as freshmen, sophomores, or "all other." However, this variable does not appear to be a sufficient explanation for observed differences. (Note: the data in Tables 1 and 3 overlap to a considerable extent with respect to class level designation, the difference being the inclusion of noncredit students in Table 1 for whom class standing is unknown.)

Forty percent of the 196,000 freshmen enrolled in the 32 colleges were first-time freshmen in the fall 1972 term, but 40 percent had been enrolled at the same college in the spring term (and perhaps earlier) without earning the 30 semester units required for sophomore standing. Ten percent of the freshmen had transferred from other colleges and universities, while 10 percent had attended the Community College at some earlier time and dropped out before attaining sophomore standing. No information is available concerning the number of terms in which "old" freshmen had been enrolled prior to fall 1972.

More than three-fourths of the sophomores had been enrolled at the same college for the spring 1972 term, and perhaps for several prior terms. Only 11 percent of the students with sophomore standing had transferred from other institutions. An approximately equal number had attended the Community College, dropped out, and returned with sophomore standing -- some 1,900 after attending another institution. While most sophomores were enrolled at the college the previous regular term, the ratio of sophomores to freshmen was 1 to 2.6 in 1972. This indicates that for each 2.6 freshmen who entered the Community Colleges in the fall of 1972, probably no more than one student from this pool will progress directly to sophomore standing.

Students who already hold degrees are apparently persisting in Community Colleges for more than one term since 40 percent were in the "continuing" student category in the fall 1972 term. This is somewhat larger than the input of new students holding the associate degree or higher. Nearly one-fourth of the degree holders had attended the Community College during an earlier term and had dropped out for one or more terms before "returning."

Differences among the 32 colleges are notable with respect to the percentage composition of the freshman and sophomore classes, as well as their relative size. Differences appear to be related to size of the college and proximity to a senior college campus, as well as to the type of organization of the program offered after 4:30 p.m.

3. Limitations of the Data

The data in Table 3 are subject to two major limitations, the first relating to the method of obtaining the raw data, the second to the method of reporting.

a. Information concerning the prior educational experience of new students is obtained from the student's application, often with no verification at the time the CCAF 131 form is filled out by the college. Major sources of error are twofold. First, applicants may fail to report prior college attendance because of an unsatisfactory record at the previous institution or the inconvenience of having to produce transcripts when no transfer credit is sought for prior college work. Second, information on class level or degree(s) held is obtained from the student's own declaration, which may reflect time spent in school, not credit earned. Lacking such a declaration, the college classifies transfer students as freshmen. Verification of prior college attendance is usually of little consequence (for other than State reporting purposes) for the large number of students who do not seek transfer credit for such attendance and for whom the college is performing a kind of community service function.

b. Information on the CCAF 131 is combined for part-and full-time students, thus complicating the interpretation of statistics on class standing. For example, part-time freshmen earning three units per semester would be "continuing" students at the freshman level for four years before attaining sophomore standing, compared with the "normal" full-time freshman who moves to sophomore standing at the end of one year. Additional confusion is caused by freshmen who enroll for the first time at mid-year, together with those who earn as many as 30 units of credit while still enrolled in high school. Finally, note is made again of transfer students whose prior college credit is unevaluated and who are classified as freshmen as a consequence, including some who have earned degrees.

4. Relationship to the Persistence Study

Samples have been drawn of first-time freshmen and transfer students, for whom printouts of data elements have been obtained that include prior educational experience, goals and objectives, personal characteristics, and programs pursued in the Community College. Data elements will be verified and then updated as students continue at the Community College. Students who do not persist will be contacted by mailed questionnaires in an attempt to find out what types of objectives they achieved during their enrollment in relation to their prior educational and work experience and to their plans for the future.

TABLE 3

ENROLLMENT STATUS OF FRESHMAN, SOPHOMORE, AND OTHER STUDENTS IN CREDIT CLASSES
FALL 1972

College	Class Standing	Enrollment in Credit Classes		Enrollment Status (in percents)				
		N	%	First-time Freshmen	First-time Transfers	Returning Transfers	Other Returning	Continuing
American River	Freshman	6,123	68%	44%	6%	1%	7%	42%
	Sophomore	2,694	30	--	8	1	6	85
	All Other	328	2	--	18	10	11	61
Bakersfield	Freshman	6,340	65	44	3	<1	16	36
	Sophomore	2,514	26	--	5	2	16	77
	All Other	865	9	--	24	10	27	39
Butte	Freshman	1,867	69	43	13	<1	8	35
	Sophomore	824	30	--	14	<1	6	79
	All Other	17	1	--	41	6	6	47
Cabrillo	Freshman	3,278	65	40	14	1	9	36
	Sophomore	1,419	28	--	23	3	9	65
	All Other	330	7	--	37	9	14	40
Diablo Valley	Freshman	10,803	71	43	7	1	17	32
	Sophomore	3,042	20	--	5	2	10	83
	All Other	1,396	9	--	36	8	24	32
El Camino	Freshman	13,897	65	34	7	1	10	48
	Sophomore	5,985	28	--	9	2	8	81
	All Other	1,618	7	--	25	8	10	57

TABLE 3 (continued)

College	Class Standing	Enrollment in Credit Classes		Enrollment Status (in percents)				
		N	%	First-time Freshmen	First-time Transfers	Returning Transfers	Other Returning	Continuing
Fresno City	Freshman	5,092	59%	48%	5%	<1%	8%	38%
	Sophomore	2,225	37	--	8	2	6	84
	All Other	317	4	--	23	11	11	55
Glendale	Freshman	4,237	72	44	7	2	12	35
	Sophomore	1,704	20	--	10	4	13	73
	All Other	441	8	--	33	6	20	41
Golden West	Freshman	8,689	70	42	12	0	12	34
	Sophomore	2,582	21	--	21	0	13	66
	All Other	1,110	9	--	47	<1	19	33
Grossmont	Freshman	7,870	63	35	14	1	7	43
	Sophomore	4,204	34	--	9	3	5	83
	All Other	334	3	--	50	21	27	2
Laney	Freshman	6,075	62	31	12	2	7	48
	Sophomore	2,802	28	--	17	4	5	74
	All Other	1,003	10	--	48	8	4	40
Los Angeles City	Freshman	14,785	75	45	4	1	2	48
	Sophomore	4,245	22	--	1	1	2	96
	All Other	592	3	--	7	5	5	83
Los Angeles Trade/Technical	Freshman	11,263	73	35	10	1	8	46
	Sophomore	3,248	21	--	12	1	7	80
	All Other	834	6	--	37	3	11	49

TABLE 3 (continued)

College	Class Standing	Enrollment in Credit Classes		Enrollment Status (in percents)				
		N	%	First-time Freshmen	First-time Transfers	Returning Transfers	Other Returning	Continuing
Marin	Freshman	4,162	60%	45%	8%	1%	9%	37%
	Sophomore	2,202	32	--	17	3	12	68
	All Other	544	8	--	48	9	12	31
Merritt	Freshman	3,732	57	35	11	1	8	45
	Sophomore	2,150	33	--	19	1	11	69
	All Other	618	10	--	44	3	15	38
Monterey Peninsula	Freshman	2,618	68	50	7	1	9	33
	Sophomore	1,073	28	--	14	3	8	75
	All Other	173	4	--	38	11	12	39
Moorpark	Freshman	5,115	66	42	13	2	10	33
	Sophomore	1,910	25	--	17	5	7	71
	All Other	668	9	--	56	13	11	20
Mt. San Antonio	Freshman	10,709	69	45	6	<1	10	38
	Sophomore	3,891	25	--	9	2	13	76
	All Other	974	6	--	28	7	18	47
Mt. San Jacinto	Freshman	1,243	72	49	8	1	18	24
	Sophomore	349	20	--	17	2	26	55
	All Other	147	8	--	40	3	27	30
Napa	Freshman	3,134	75	27	11	1	21	40
	Sophomore	665	16	--	<1	<1	8	91
	All Other	370	9	--	41	8	17	34

TABLE 3 (continued)

College	Class Standing	Enrollment in Credit Classes		Enrollment Status (in percents)				
		N	%	First-time Freshmen	First-time Transfers	Returning Transfers	Other Returning	Continuing
Pasadena City	Freshman	9,843	63%	39%	9%	5%	11%	36%
	Sophomore	4,004	25	--	10	9	8	73
	All Other	1,899	12	--	28	22	8	42
Porterville	Freshman	1,317	72	58	8	1	9	24
	Sophomore	420	23	--	15	3	18	64
	All Other	95	5	--	50	15	15	20
Sacramento City	Freshman	4,922	62	38	7	1	9	45
	Sophomore	2,701	34	--	7	1	8	84
	All Other	360	4	--	19	9	15	57
San Bernardino Valley	Freshman	4,801	79	43	7	1	9	40
	Sophomore	1,025	17	--	1	1	4	94
	All Other	215	4	--	31	6	23	40
San Diego City	Freshman	3,018	69	44	8	1	13	34
	Sophomore	1,275	29	--	14	4	0	82
	All Other	111	2	--	49	16	10	25
San Francisco City	Freshman	13,560	67	38	6	1	12	43
	Sophomore	5,337	26	--	13	2	8	77
	All Other	1,45[illegible]	7	--	44	6	21	29
Santa Ana	Freshman	6,725	64	37	13	2	12	36
	Sophomore	2,782	27	--	14	4	11	71
	All Other	977	9	--	42	11	15	32

TABLE 3 (continued)

College	Class Standing	Enrollment in Credit Classes		Enrollment Status (in percents)				
		N	%	First-time Freshmen	First-time Transfers	Returning Transfers	Other Returning	Continuing
Santa Barbara City	Freshman	4,472	68%	30%	10%	1%	9%	50%
	Sophomore	1,630	24	--	23	3	9	65
	All Other	523	8	--	42	7	14	37
Shasta	Freshman	4,201	66	45	6	<1	14	34
	Sophomore	1,504	24	--	9	1	13	77
	All Other	625	10	--	22	5	27	46
Southwestern	Freshman	5,436	66	40	10	1	11	38
	Sophomore	2,142	26	--	12	3	8	77
	All Other	610	8	--	41	12	14	33
Taft	Freshman	294	72	63	6	<1	4	26
	Sophomore	103	25	--	3	0	5	92
	All Other	10	3	--	10	10	0	80
West Valley	Freshman	5,801	69	48	6	1	4	41
	Sophomore	2,300	28	--	10	2	5	83
	All Other	249	3	--	61	12	15	12

TABLE 3 (continued)

College	Class Standing	Enrollment in Credit Classes	Enrollment Status				
			First-time Freshmen	First-time Transfers	Returning Transfers	Other Returning	Continuing
Total N	Freshman	195,422	78,906	16,051	2,074	19,369	79,022
	Sophomore	74,957	--	8,261	1,919	6,285	58,492
	All Other	19,804	--	7,017	1,856	3,029	7,902
	Total	290,183	78,906	31,329	5,849	28,683	145,416
%	Freshman	67%	40%	9%	1%	10%	40%
	Sophomore	26	--	11	3	8	78
	All Other	7	--	36	9	15	40
	Total	100	27	11	2	10	50

TABLE 4. First-Time Freshmen Fall 1972 Day and Evening By Location of High School Last Attended

1. Questions

To what extent are the Community Colleges serving graduates of local high schools, compared with graduates from other parts of the State and from other states? Does the pattern differ for students enrolled in the day vs. evening programs?

2. Answers

Seventy-one percent of the first-time freshmen in day programs come from high schools in the college district. An additional 17 percent graduated from (or last attended) high schools in other parts of California. Only 12 percent came from high schools in other states. Thus, in their day programs in 1972, the Community Colleges were serving a predominantly local group of first-time freshmen. Significant differences may be noted among the 32 colleges in these percentages. The range in percentages of first-time freshmen from high schools located in the Community College district is from 45 to 89. Colleges with low percentages tended to attract students from neighboring areas, rather than other states.

The range in percentages from out-of-state high schools is from 5 to 24, the latter reported by Laney College, which had relatively fewer students from its own district.

Differences between the day and evening students are in the expected direction, *i.e.*, larger percentages of freshmen from out-of-state and out-of-district high schools in the evening program. In fact, only 39 percent of the evening freshmen graduated from local high schools, compared with 71 percent of the new freshmen in day programs. Thirty-six percent attended high schools in other states and 25 percent in other parts of California, compared with 12 and 17 percent of the day freshmen, respectively. The differences are not surprising since evening students are generally older and often have moved from the community where they attended high school to the district in which the Community College is located, and where they have established residency.

The 32 colleges also differ significantly with respect to the percentage of evening freshmen from out-of-state vs. in-district high schools. The highest percentages from out-of-state schools were reported by Los Angeles City and Los Angeles Trade/Technical Colleges (50 and 45 percent, respectively), City College of San Francisco (50 percent), and Southwestern College (52 percent), many of whose students attended schools in Mexico.

3. Limitations of the Data

The major limitation of the data in Table 4 is the lack of correlation between residency status and location of high school last attended, particularly for adults. No inferences can be drawn from the data concerning the status of either "out-of-state" or "out-of-district" high school graduates. Residence in the district vs. residence in some other part of

the State will assume diminished importance with the lowering of the age of majority to 18 years, thus permitting recent high school graduates to establish residency in the Community College district of their choice. Out-of-state students, however, have become the focus of recent attention as a result of legislation making them subject to uniform nonresident tuition regulations in all segments of public higher education in California.

4. Relationship to the Persistence Study

Information will be gathered about both day and evening students in the samples selected for study, which will clarify the nature of the flow of students from high school to Community Colleges. Tables in Report II will display high school location data for new freshmen of different ages. Inferences then can be drawn from such data concerning the extent to which students have moved into the Community College district in order to attend college.

TABLE 4

FIRST-TIME FRESHMEN FALL 1972 DAY AND EVENING
BY LOCATION OF HIGH SCHOOL LAST ATTENDED*

College	Time*	Total First-time Freshmen	Location of High School Last Attended		
			In-District	In-State	Out-of-State
American River	D	2,708	82%	10%	8%
Bakersfield	D	2,023	89	6	5
	E	795	68	15	17
Butte	D	810	62	30	8
Cabrillo	D	1,297	59	30	11
Diablo Valley	D	3,461	82	9	9
	E	1,134	48	24	28
El Camino	D	3,343	70	18	12
	E	1,387	35	32	33
Fresno City	D	2,469	86	9	5
Glendale	D	1,304	56	32	12
	E	564	26	40	34
Golden West	D	1,769	45	43	12
	E	1,912	27	37	36
Grossmont	D	2,155	61	26	13
	E	622	36	27	37
Laney	D	1,449	57	19	24
	E	434	42	22	36
Los Angeles City	D	4,061	67	10	23
	E	2,558	38	12	50
Los Angeles Trade/Tech.	D	2,052	67	14	19
	E	1,856	39	16	45
Marin	D	1,637	75	13	12
	E	250	46	21	33
Merritt	D	1,155	76	14	10
	E	174	45	49	6

TABLE 4 (continued)

College	Time*	Total First-time Freshmen	Location of High School Last Attended		
			In-District	In-State	Out-of-State
Monterey Peninsula	D	1,219	66%	14%	20%
Moorpark	D	1,422	77	13	10
	E	742	40	18	42
Mt. San Antonio	D	3,375	77	18	5
	E	1,401	39	34	27
Mt. San Jacinto	D	368	64	24	12
	E	240	42	34	24
Napa	D	534	53	28	19
	E	318	46	28	26
Pasadena City	D	2,799	68	22	10
	E	1,004	38	36	26
Porterville	D	500	76	15	9
	E	269	68	20	12
Sacramento City	D	1,844	72	15	13
San Bernardino Valley	D	2,073	78	10	12
San Diego City	D	1,317	65	13	22
San Francisco City	D	3,736	74	10	16
	E	1,424	37	13	50
Santa Ana	D	1,547	63	26	11
	E	938	36	35	29
Santa Barbara	D	1,129	72	18	10
	E	223	41	23	36
Shasta	D	1,097	69	23	8
	E	790	56	29	15
Southwestern	D	1,488	73	10	17
	E	680	32	16	52

TABLE 4 (continued)

College		Time*	Total First-time Freshmen	Location of High School Last Attended		
				In-District	In-State	Out-of-State
Taft		D	185	67%	15%	18%
West Valley		D	2,686	74	18	8
Total**	N	D	56,366	40,017	9,311	7,038
	%		100%	71%	17%	12%
	N	E	18,532	7,299	4,622	6,611
	%		100%	39%	25%	36%

* D - Enrollment in classes starting before 4:30 p.m.
E - Enrollment in classes starting at 4:30 p.m. or later. Fresno City, Monterey Peninsula, and West Valley Colleges all report very small evening enrollment in credit classes, which are not displayed because of their size. The remaining colleges with no recorded evening enrollments report all such students as noncredit (ungraded).

** Location of high school was not reported for 2 percent of the day and 5 percent of the evening first-time freshmen.

TABLE 5. First-Time Transfer Students, Fall 1972, Day and Evening, By Type of Institution of Origin

1. Questions

From what types of institutions do new students in the Community Colleges transfer? Do sources of students differ for the day and evening programs?

2. Answers

Fully half the transfer students in the day programs attended another California Community College before transferring to the reporting institution. The second largest group (24 percent) transferred from collegiate institutions in other states. The out-of-state students transferring into the day programs in the Community Colleges constitute a slightly larger group than transfer students from the California public senior segments and private institutions. The collegiate origins of new transfer students in evening programs are quite similar to those of the day students, with somewhat fewer transferring from other California Community Colleges (45 percent, compared with 52 for day students), and somewhat more from the public senior segments (27 percent, compared with 22 for day students).

Some portion of the movement between Community Colleges involves campuses in the same district. Of the more than 14,000 students transferring between Community Colleges, 17 percent involved intradistrict transfers. However, intradistrict transfers do not account for all of this movement. Single-campus districts are among those institutions with the highest percentages of students transferring from other Community Colleges, *i.e.*, Butte, Mt. San Antonio, and Santa Ana Colleges. The implication may be drawn from the data that Community College students are not restricted to the district in which they commence college.

Several Community Colleges located near State University and Colleges or University of California campuses appear to attract more transfer students from these institutions than Community Colleges that are geographically remote from the senior campuses. This transfer phenomenon may be noted for Butte College (near the California State University, Chico, campus), Fresno City College, Laney and Merritt Colleges (near University of California, Berkeley), Santa Barbara City College, and others. Students who last attended a collegiate institution in a foreign country constitute only 2 percent of the day and 3 percent of the evening transfer group and are distributed rather evenly among the 32 colleges in the sample.

3. Limitations of the Data

The data in Table 5 are limited by their lack of reference to class level, age, or educational objectives of the transfer students. Thus, a part-time student with a baccalaureate or higher degree from a university is treated in the same manner as a full-time freshman who transfers from a university for financial or scholarship reasons, or both. A more meaningful analysis would restrict the transfer data to students requesting transfer credit for work completed at other institutions. However, no

such distinction is made in the State reporting forms, nor do most colleges operate so as to make this analysis possible for new students who are not first-time freshmen.

4. Relationship to the Persistence Study

Tables in Report II will display the age of and number of units attempted by transfer students from different types of institutions, from which some inferences can be drawn concerning objectives. Actual programs attempted and completed by transfer students will be analyzed in the course of the study in an attempt to distinguish between the bonafide transfer students and those who are simply "stopping in" the Community College for a course or two.

TABLE 5

FIRST-TIME TRANSFER STUDENTS FALL 1972 DAY AND EVENING
BY TYPE OF INSTITUTION OF ORIGIN

College	Time*	Total First-Time Transfers	Type of Institution of Origin					
			California				Out-of-State Institution	Foreign Institution
			Community College	State Univ. & College	University of Calif.	Private Institution		
American River	D	628	54%	10%	3%	4%	28%	1%
Bakersfield	D	180	41	16	3	7	31	2
	E	303	33	25	8	8	23	3
Butte	D	371	68	18	1	1	11	1
Cabrillo	D	886	56	9	9	6	18	2
Diablo Valley	D	722	36	13	12	7	31	1
	E	659	33	13	12	8	32	2
El Camino	D	851	51	8	9	9	22	1
	E	1,035	47	8	9	8	26	2
Fresno City	D	479	55	20	2	7	15	1
Glendale	D	262	46	8	5	12	25	4
	E	345	48	11	4	6	26	5

TABLE 5 (continued)

College	Time*	Total First Time Transfers	Type of Institution of Origin					
			California				Out-of-State Institution	Foreign Institution
			Community College	State Univ. & College	University of Calif.	Private Institution		
Golden West	D	727	70%	7%	3%	4%	15%	1%
	E	1,381	59	10	5	6	19	1
Grossmont	D	924	52	15	4	4	25	0
	E	713	48	22	4	3	23	0
Laney	D	1,106	53	8	11	6	20	2
	E	610	44	11	14	7	20	4
Los Angeles City	D	343	58	7	5	8	21	1
	E	338	48	8	6	8	26	4
Los Angeles Trade/Tech.	D	514	72	6	2	4	12	4
	E	1,379	56	7	5	6	18	8
Marin	--	970	(Not Available)					
Merritt	D	777	54	8	13	6	17	2
	E	315	40	7	19	9	25	<1
Monterey Peninsula	D	389	37	3	4	7	46	3
Moorpark	D	527	59	7	5	8	20	1
	E	810	52	11	6	5	25	<1

TABLE 5 (continued)

College	Time*	Total First Time Transfers	Type of Institution of Origin					
			California				Out-of-State Institution	Foreign Institution
			Community College	State Univ. & College	University of Calif.	Private Institution		
Mt. San Antonio	D	446	61%	13%	1%	7%	17%	1%
	E	866	55	15	3	10	16	1
Mt. San Jacinto	D	41	30	8	5	5	49	3
	E	182	51	7	11	9	20	2
Napa	D	240	47	8	5	7	30	3
	E	255	38	11	6	10	32	3
Pasadena City	D	726	41	9	5	13	27	5
	E	1,117	43	13	7	12	21	4
Porterville	D	79	61	13	4	5	16	1
	E	136	54	15	4	8	17	2
Sacramento City	D	609	64	9	6	3	17	1
San Bernardino Valley	D	416	38	9	5	12	32	4
San Diego City	D	464	42	12	3	4	37	2
San Francisco City	D	784	44	11	5	6	29	5
	E	1,311	19	15	8	10	36	12

TABLE 5 (continued)

College	Time*	Total First Time Transfers	Type of Institution of Origin					
			California				Out-of-State Institution	Foreign Institution
			Community College	State Univ. & College	University of Calif.	Private Institution		
Santa Ana	D	648	59%	9%	3%	5%	23%	1%
	E	1,029	56	11	4	6	21	2
Santa Barbara City	D	669	50	6	13	5	24	2
	E	390	34	7	19	9	29	2
Shasta	D	233	56	13	4	5	21	1
	E	295	39	26	3	7	24	<1
Southwestern	D	417	36	9	4	9	38	4
	E	612	37	11	4	3	40	5
Taft	D	23	65	0	0	9	26	0
West Valley	D	701	46	17	3	7	25	2
Total** N	D	15,770	8,212	1,592	947	1,005	3,694	320
%		100%	52%	10%	6%	6%	24%	2%
N	E	13,579	6,135	1,635	968	1,019	3,320	502
%		100%	45%	12%	7%	8%	25%	3%

* D-Enrollment in classes starting before 4:30 p.m.; E-Enrollment in classes starting at 4:30 p.m. or later.

** The summations of the raw entries are less than the totals for "day" and "evening" since the enrollment for the College of Marin could not be distributed. The totals also include 931 transfer students whose prior collegiate institution was not reported. Furthermore, small evening enrollments in credit classes for four colleges are not displayed because of their size. The remaining six colleges with no recorded evening enrollment report all such students as noncredit (ungraded).

TABLE 6. Summary of Credit and Noncredit Students by Age and Sex, and By Enrollment Category

1. Questions

What is the age distribution of students enrolled in the California Community Colleges in the fall 1972 term? How does it differ for men and women? for students at different class levels? for students in credit and noncredit classes? in day and evening programs? and for part-time and full-time students?

2. Answers

There are notable differences between men and women in the distribution of their ages, in the various enrollment categories. The percentage of women 21 years of age and under is significantly higher than that obtained for the men, while there are comparatively fewer women than men who are under 30 but over 21 years of age. The difference is most marked among the full-time students, with 77 percent of the women but only 57 percent of the men 21 years and under. Only 14 percent of the women enrolled full-time were between the ages of 22 and 29, compared with 33 percent of the men. The difference may be explained in part in terms of the role women in their 20's have traditionally played, as mother of young children or full-time worker after completing formal education. On the other hand, men may postpone postsecondary education until their 20's, often after completing military service, or may enroll on a part-time or irregular basis through their 20's, while employed.

Age differences related to class level are somewhat unexpected, with as many students between 19 and 21 classified as freshmen as 18 years and under. At the same time, the largest percentage of sophomores is between 19 and 21, with the remaining 64 percent falling in sizeable numbers in the full range of ages. The percentages for all freshmen contrast strongly with the percentages for first-time freshmen. A full 87 percent of the first-time freshmen are 21 years or under, compared with only 53 percent of all freshmen. In fact, nearly three-fourths of the new freshmen are 18 or under, compared with one-fourth of all freshmen. The data appear to show that most Community College students start college while they are under 21 but progress slowly to sophomore s[illegible]ding.

As might be expected, students in noncredit classes tend to be older than those enrolled in credit classes. More than one-third of the former enrollment group is 35 years of age or older, but only 16 percent is 21 years or under. A larger percentage of women than men in the 35 year category appears to be taking advantage of noncredit classes (41 and 31 percent, respectively). Differences between the day and evening, and full-time and part-time students are also in the expected direction, *i.e.*, larger percentages of full-time and day students in the lower age ranges and larger percentages of part-time and evening students in their late 20's and 30's.

The display of age data seems to show a falling off of enrollments of all types in the 30-34 age category, compared with the 20's. The decline may be observed for both men and women. The absence of detail on ages over

35 makes it impossible to speculate about enrollment patterns in this older group, although their numbers are substantial in the noncredit, part-time, and evening categories. On the other hand, nearly half the Community College students enrolled in credit and noncredit classes in fall 1972 were 21 years of age or under when they enrolled, and more than three-fourths were under 30. The ages are thus somewhat higher than those of students in the other segments, but not as high as is sometimes assumed.

3. Limitations of the Data

Data for day enrollments are somewhat misleading since students are classified as "day" if they are taking some or most of their work in the evening but at least one course before 4:30 p.m. The result is an inflated day enrollment figure in terms of the college workload. Furthermore, a large majority of the noncredit classes are offered after 4:30 p.m. to part-time students, whose enrollment is not reflected in the "Evening" or "Part-Time" percentages since the latter pertain only to credit classes. Thus a considerably larger portion of the college workload occurs after 4:30, and among part-time students, than the data in Table 6 would indicate.

Age data for freshmen include some high school juniors and seniors who are enrolled for credit in college courses in several types of program. These high school students represent 4 percent of the new day freshmen who were 18 years or under when they first enrolled.

4. Relationship to the Persistence Study

Age and year of high school graduation will both be examined for all students in the samples selected for the persistence study. Students enrolled for credit in noncredit classes will be classified in the same fashion as those enrolled in credit classes. Special attention will be given to the characteristics of the vast number of students 35 years and older who are grouped in one category in the state reports.

TABLE 6

SUMMARY OF CREDIT AND NONCREDIT STUDENTS
BY AGE AND SEX, AND BY ENROLLMENT CATEGORY

Classification	Enrollment Category*	Percent in Category	Range of Ages					
			18 & under	19 - 21	22 - 24	25 - 29	30 - 34	35 & over
Class Level	First-Time Freshmen	27%	71%	16%	5%	4%	2%	2%
	Freshmen	67	26	27	13	13	8	13
	Sophomores	26	3	36	19	19	10	13
	Others	7	<1	6	17	27	17	32
	Total	100*	19	28	15	15	9	14
Men	Credit	81	16	27	17	19	10	11
	Noncredit	19	4	13	16	22	14	31
	Full-Time	47	23	34	19	14	5	5
	Part-Time	53	10	20	17	21	13	19
	Day	68	22	35	18	14	6	5
	Evening	32	3	11	15	26	18	27
	Total	100	16	27	17	18	9	13
Women	Credit	74	22	29	12	12	9	16
	Noncredit	26	4	12	14	16	13	41
	Full-Time	33	36	41	8	6	4	5
	Part-Time	61	13	22	14	15	12	24
	Day	68	29	34	10	9	7	11
	Evening	32	6	17	17	19	13	28
	Total	100	22	29	12	12	9	16
Total	Credit	77**	18	28	15	16	9	14
	Noncredit	23	4	12	15	19	14	36
	Full-Time	43	28	37	15	11	4	5
	Part-Time	57	11	21	15	19	13	21
	Day	68	25	34	15	12	6	8
	Evening	32	4	13	16	23	16	28
	Total	100	19	28	15	15	9	14

* Students enrolled in noncredit classes are not reported by class level.
** Totals differ from Table 1 because some colleges reported incomplete age data for noncredit students.

III. NOTES AND DEFINITIONS

A. Sources of Data

All data in Tables 1-6 were taken from forms CCAF 130 (California Community Colleges: Active Graded and Ungraded Enrollment) and CCAF 131 (California Community Colleges: Sources of Graded Enrollment), Fall, 1971 and 1972.

B. Definitions

Reference: *Handbook of Definitions* for the use and guidance of the Chancellor's Office. Sacramento: California Community Colleges, Rev. June 1972.

a. Total Enrollment

All students enrolled in credit and noncredit classes during the fourth week of regularly scheduled classes during the semester or quarter.

1. Definitions Relating to Students

a. Freshman

A student who, at the time of registration, has completed fewer than 30 semester units of credit and who is registered in at least one credit course.

b. Sophomore

A student who, at the time of registration, has completed:

(1) At least 30 but fewer than 60 semester units of credit; or

(2) 60 or more semester units of credit but does not hold a degree, and who is registered in at least one credit course.

c. Other (All Other)

Any student who at the time of registration has been awarded an associate or a higher degree and who is registered in at least one Community College graded course for units of credit.

d. First-Time Freshman[1]

A student enrolled in a regular session of any college for the first time.

e. First-Time Transfer

A student enrolled in a regular session in the reporting college for the first time and who transferred from another institution of higher education.

f. Returning Transfer

A student who attended the reporting college, transferred to another college, and has now returned to the reporting college.

g. Other Returning

A student enrolled in a regular session after an absence of one or more regular sessions without interim attendance at another college.

h. Continuing[1]

A student who is enrolled in the current semester or quarter and who was enrolled in the immediately prior semester or quarter. (Excludes summer session.)

2. Definitions Relating to Classes

a. Credit Class (graded)

Courses (classes) meeting the course criteria and standards which the Board of Governors of the California Community Colleges has promulgated in Title V of the *Administrative Code*.

(1) Criteria. A graded (credit) class shall possess one or more of the following characteristics:

1. Provides credit toward an associate degree.

2. Is normally considered of college level and is approved by

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1. The definition differs from the one appearing the the *Handbook of Data and Definition in Higher Education* of the American Association of Collegiate Registrars and Admissions Officers and from the one used by the U.S. Office of Education. The difference arises from the exclusion of attendance in summer session as a consideration in determining the admission classification of a student enrolled in a regular session. With the application of the above definitions, a student's classification should be determined without reference to summer session, as differentiated from summer quarter, attendance.

the board as part of a course of study leading toward an associate degree.

3. Is part of an occupational course of study beyond high school level leading to an associate degree or occupational certificate or both.

4. Is recognized by the University of California, a California State University or College, or accredited independent college or university in California as part of:

   (a) required preparation toward a major; or

   (b) general or general education requirement; or

   (c) permissable or recommended elective credits.

(2) Standards. A graded (credit) class shall meet all of the following standards:

1. Content meets requirements for associate degree or certificate and is part of a course of study not over 70 units in length.

2. Offered as described in the college catalog which provides an appropriate title, number and description of course content. A course outline is available in the college.

3. Only students who meet prerequisites for the course are enrolled.

4. Is subject to the published standards of matriculation, attendance and achievement of the college.

5. Is awarded marks or grades.

6. Enrollment cannot be repeated without prior written approval of the college authorities.

b. Noncredit Class (Classes for Adults) (Ungraded Class)

Such classes in order to be eligible for state apportionment must be approved by the Chancellor's Office. These classes are without college grade level designation and are organized primarily for persons 21 years of age or over. These courses have been designed primarily to meet the special needs and capabilities of adult students and determined to be an adult class by the governing board of the district. Such courses are conducted in accordance with a course outline but need not be a part of an organized sequence of classes.

A college district governing board, by its prior authorization, may grant credit toward an associate degree or toward a certificate to individual students who have completed courses established as classes for adults provided that the class also meets the criteria and standards for graded classes.

Comment: Classes for adults are ungraded courses even though the governing board of a community college district by its prior authorization may allow certain students credit to apply toward an associate degree.

c. Day Class

Such classes are generally defined as classes beginning before 4:30 p.m.

d. Evening Class

Such classes are generally defined as classes beginning at 4:30 p.m. or later.

IV. SUMMARY AND PROSPECTUS

Report I is designed to provide a statistical profile of the 32 Community Colleges participating in the study of Persistence and Performance in California's Community Colleges, using data available in the student accounting reports made annually to the Office of the Chancellor by the California Community Colleges. No attempt was made to go beyond the data included in these reports. The findings show quite clearly the diversity that exists among the 32 colleges, as well as the heterogeniety of the students enrolled in them. Additional information about the colleges will be presented in subsequent reports, which will be useful in interpreting differences among student bodies, in both their persistence and performance. The study is thus the story of a representative group of 32 colleges, as well as the story of more than 32,000 students.

Report II will present a more complete profile of the samples of students in the 32 colleges who will be studied during the next three years. The samples were new freshmen and transfer students in the fall of 1972, who have since become continuing students, graduates, transfer students, and withdrawals. Their personal and enrollment characteristics will be examined in Report II, in their classifications as new freshmen and transfer students. Subsequent reports will present evidence of their performance in the colleges and its relationship to their characteristics.

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